



# Jewish Federation of Greater Naples

## STAND UP FOR JUSTICE

Sponsored by the Jewish Community Relations Council of the  
Jewish Federation of Greater Naples

**Application deadline: February 2, 2026**

Applicant's name: Dylan Hacker Applicant's email: DHacker@secrest.org

Number of years in education: 9 Grade or subject taught: 8<sup>th</sup> English

School: Seacrest Country Day School School Address: 7100 Davis Blvd. Naples, FL

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Principal's name: Dr. Kerry Gallagher

Principal's email address: K.Gallagher@secrest.org Principal's Phone: Ext. 4988

- Describe the precipitating events that motivated you to initiate these lessons or activities
- Describe the lessons or activities; and if adapted from another source please reference
- Explain how the lessons or activities teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist
- Explain how it helped them counter bigotry and bullying and prepared them to stand up for Justice
- PROVIDE EVIDENCE/PROOF OF EFFECTIVENESS SUCH AS, BUT NOT LIMITED TO: A QUESTIONNAIRE, INTERVIEWS, DOCUMENTED ANECDOTAL CONVERSATIONS, AND STUDENT WRITINGS, VIDEO, ETC.

→All 5 bullet points must be completed or applicant will be advised to submit the following year. Please number each page along with your name at the top of each page.

Please complete the following if you have encouraged someone other than yourself to apply:

Your name: \_\_\_\_\_ Your email: \_\_\_\_\_



**Jewish Federation**  
of Greater Naples

Phone (daytime): \_\_\_\_\_ Phone (evening): \_\_\_\_\_

Your relationship to this applicant: \_\_\_\_\_

Submit the completed form in writing, by email, or video format via email to  
azagier@jewishnaples.org

Or mail to

Alan Scher Zagier, Jewish Community Relations Council director, Jewish Federation of  
Greater Naples, 4720 Pine Ridge Road, Naples, FL 34119



# Jewish Federation of Greater Naples

## STAND UP FOR JUSTICE

Sponsored by the Jewish Community Relations Council of the  
Jewish Federation of Greater Naples

### FUNDING AVAILABLE to COLLIER COUNTY EDUCATORS

\$1,000-\$5,000 available to support lessons or activities that help students:

- learn about and respect diverse religious, racial, and cultural identities
- counter bigotry and bullying
- prepare to stand up for justice

The application is open to teachers, school counselors, school librarians, media specialists, school psychologists, and administrators.

Students, parents, colleagues, and community members are encouraged to nominate a professional educator. Self-nominations are also encouraged and accepted.

View previous winners and submissions here:

<https://jewishnaples.org/outreach/educator-award>

**Dylan Hacker**

**October 13, 2025**

## **Stand Up For Justice Application**

### **Jewish Foundation of Greater Naples**

#### **1. Describe participating events that motivated you to initiate these lessons or activities**

My initial interest in Holocaust education began in seventh grade when I walked into the classroom of Mr. Heitmann. His unit on the Holocaust immediately caught my curiosity, as did most things in his class. I was already intrigued, knowing that my mother's side of the family were descendants of Ashkenazi Jews. This unit inspired me to explore my family's connection to the Holocaust and to understand the broader impact of this tragic event on Judaism and the global community. That moment became the catalyst for a lifelong commitment to studying, understanding, and teaching about the Holocaust.

What began as a deep personal curiosity grew into a professional calling. Years later, when I accepted my first teaching position as a Middle School Language Arts teacher with Lee County County Public Schools, I was thrilled to find *The Diary of a Young Girl* included in the district curriculum. I seized the opportunity, inviting survivors to speak with my students and coordinating visits from mobile museums. Those experiences confirmed the power of education to keep memory alive and empathy active.

When my career led me to Seacrest Country Day School, I was empowered to fully realize this passion. With strong administrative and curricular support, Holocaust education has become a key tenet of our middle school experience. It continues to grow each year, serving as a bridge between history, literature, ethics, and human connection.

#### **2. Describe the lessons or activities; and if adapted from another source please reference.**

At Seacrest Country Day School, I currently teach 8th Grade English using the Harkness Method, a discussion-based instructional model developed at Phillips Exeter Academy. The Harkness approach positions students around a large oval table, fostering equal voice, mutual respect, and collective discovery. This format encourages empathy, critical thinking, and a deep appreciation for multiple perspectives—values central to Holocaust education.

Our study begins at the end of World War I to contextualize the rise of extremism. Students explore the Treaty of Versailles, examining how resentment and economic instability contributed to Germany's vulnerability to propaganda. This segues into a unit on persuasion, where students first create their own benign propaganda campaigns—such as convincing peers to change the driving age—while studying Aristotle's artistic proofs: ethos, pathos, and logos. For example, we examine Dr. Martin Luther King Jr.'s *I Have a Dream* speech to identify how appeals to ethics, logic, and emotion shape effective communication.

After exploring the mechanics of persuasion, students analyze Nazi propaganda—from its early ideological roots to its most infamous manifestations. They learn that effective propaganda exploits preexisting bias and emotional vulnerability, connecting these insights back to post-World War I Germany.

Next, students view the documentary *We Will Not Die Now*, responding to time-stamped reflection questions and engaging in structured Harkness discussions that explore both historical understanding and emotional impact. We then transition to Anne Frank's story through a virtual scavenger hunt of the Secret Annex, group discussions, and an imaginative simulation where students must create a survival plan after being "declared illegal." This exercise fosters empathy and highlights the impossible moral decisions faced by those in hiding.

Our novel study of *The Diary of a Young Girl* is divided into four sections. Students keep personal journals, mirroring Anne's practice, to explore the therapeutic value of writing for reflection and emotional processing. Interwoven readings include Elie Wiesel's reflections on teaching in the ghettos and excerpts from existential writers like Albert Camus, prompting essays that challenge students to consider philosophical responses to suffering.

The unit culminates with a local field trip to the Holocaust Museum & Cohen Education Center and a three-day residency with Gulfshore Playhouse's production of *Remember: The Story of Abe Price*. Students engage with the actors and Abe Price's children, making powerful intergenerational connections. Final projects vary—students may create visual or performing art pieces reflecting on their learning or write research papers comparing the Holocaust to other genocides, asking: *How might access to modern social media have changed the outcome of the Holocaust?*

This year, our new Amplify ELA curriculum has expanded these themes. The opening unit on *Narrative of the Life of Frederick Douglass* provides another lens for exploring freedom, propaganda, and moral courage. Through close readings and comparative analysis of *Uncle Tom's Cabin*, the *Declaration of Independence*, and the *Gettysburg Address*, students examine persuasive rhetoric and moral conviction. The final essay asks students to determine which text more effectively promotes the ideal that "all men are created equal," deepening their understanding of justice across historical contexts.

**3. Explain how the lessons or activities teach students the importance of respecting each other no matter what religious, racial, cultural, or other differences exist.**

The Holocaust unit remains one of the most emotionally impactful experiences of our middle school program. Students often return years later to share how it inspired them to continue studying the Holocaust or to become more socially conscious in their daily lives. They are deeply moved by Anne Frank's words, her courage, and her tragic fate. They confront inequity, feel the pain of survivors, and recognize how propaganda and division persist in today's world.

Their journals become testaments to empathy, mirrors of Anne's own attempt to make sense of chaos through writing. By stepping into her shoes, even briefly, they come to understand the humanity behind history. The culmination of the unit challenges them to be *upstanders*, to ensure that Martin Niemöller's haunting words, "Then they came for me—and there was no one left to speak for me", never again become reality.

Similarly, the Frederick Douglass unit empowers students to face uncomfortable truths about American history and reflect on what freedom, equality, and justice mean today. They grapple with the question: *Are we living the ideals of "life, liberty, and the pursuit of happiness" for all?* Those who answer no are met with a follow-up challenge: *What will you do about it?* These conversations nurture respect for differences by revealing how easily human dignity can be stripped away and how essential it is to protect it.

**4. Explain how it helped them counter bigotry and bullying and prepare them to stand up for justice.**

My goal as an educator is to make students feel uncomfortable in their inaction and proud of their action. I want them to see that justice requires vigilance, courage, and compassion. Through our studies of both the Holocaust and slavery, students recognize that hatred does not erupt suddenly, it festers when good people remain silent.

By tracing the progression from prejudice to propaganda to persecution, students learn to recognize early signs of injustice. They understand that silence in the face of cruelty enables oppression, whether in a classroom or a nation. The Harkness model allows them to practice civil discourse, listening to and challenging each other respectfully.

Ultimately, these lessons teach that the antidote to hatred is empathy. Students leave my classroom seeing themselves as arbiters of kindness, responsible not only for their own choices but for creating communities rooted in dignity, understanding, and respect. They become the next generation of upstanders, those who will speak out, reach out, and stand up for justice wherever it is needed.

Tavi Hunt

holocaust poem

The days of reckoning on the ninth and tenth,  
All Jews knew Germans had malicious intent.  
They broke glass around the town,  
Jews were beaten to the ground.  
Germans burned down the Synagogue,  
Soon, Jews' way of life would also be gone  
As they walked each one looted a store,  
After this event many Jews were poor.  
The guns blasting all around,  
The loud earpearsing sound.  
All of the Jews were running to and from,  
Little did they know the worst is yet to come.

Even the jews who managed to "leave",  
Were taken to a place you'd never believe.  
They weren't held there for long,  
The gas came in a great fog.  
Some were shot and never found,  
Others dug the holes in the ground.  
Those who lived will never be the same,  
They are different from when they came.  
Hittler and his deeds so horrific,  
Thought what he did was terrific.  
the ones who lived lost a family and a friend,  
Don't want this to ever happen again.

July 11, 1944

1. What good news does Anne report about the war?
2. What does Anne say about her future plans in this entry?

August 1, 1944 (Final Entry)

1. What does Anne say about her "inner self" in this final entry?
2. What does Anne write about her struggle to see on her "better self" and "lighter side"?

Name:

Date:

### **The Diary of a Young Girl**

#### **Part 3 Continued**

**Directions:** Complete the following sets of comprehension questions after you finish each chunk of assigned reading. After completing a section of comprehension questions, we will utilize the following sections to make meaningful connections between the diary and your own lives.

#### **Comprehension Questions**

##### **June 6, 1944 (D-Day)**

1. What major historical event does Anne report hearing about in this entry?
2. How do the residents of the Annex react to this news?

##### **June 13, 1944**

1. What does Anne say about her fourteenth birthday celebration?
2. What new subject does Anne mention becoming interested in?

##### **July 6, 1944**

1. Where does Anne say she would like to go if she could leave the Annex for one day?
2. What does Anne write about her relationship with her mother in this entry?

##### **July 15, 1944**

1. What does Anne say about her "two selves" in this entry?
2. What does Anne claim is "the most difficult part" of being in hiding?

##### **July 21, 1944**

1. What good news does Anne report about the war?
2. What does Anne say about her future plans in this entry?

##### **August 1, 1944 (Final Entry)**

1. What does Anne say about her "inner self" in this final entry?
2. What does Anne write about her struggle between her "better self" and "lighter side"?

Name:

Date:

### Personal Connections

The rise of antisemitism in the world around them has spread to those in the Annex. The idea that more people could believe that Jews were somehow dirty or unclean is an idea that baffles everyone. Anne is outraged by the silence of the rest of the world about how the Jews are being treated by Nazi Germany. The objective of this section is to ponder that very question: Does silence help or hurt those in the story? In a greater sense, the occupants have learned to trust silence for their security, though now silence seems to be doing more harm than good.

1. Keeping secrets is what kept the Franks and the Van Daans safe for a long time, but silence is what seemingly makes them targets in the first place. Create a Letter to the Editor challenging the allied governments to step in and do something to help the victims of The Holocaust.

And I did not speak out  
Because I was not a Communist  
When they came for the Socialists  
And I did not speak out  
Because I was not a Socialist

unfathomable  
And I did not speak out  
Because I was not a trade unionist  
Then they came for the Jews  
And I did not speak out  
Because I was not a Jew

Then they came for me  
And there was no one left  
To speak out for me.

Name:

Date:

Martin Neimoller was a German theologian and Lutheran pastor. He is best known for his opposition to the Nazi regime during the late 1930s and for his widely quoted poem "First They Came...". For his opposition to the Nazi's state control of churches, he was imprisoned in Sachsenhausen and Dachau concentration camps from 1938-1945. He narrowly escaped execution. After his imprisonment, he expressed his deep regret about not having done enough to help victims of the Nazis. Read Neimoller's poem below.

2. How do you see the author's background described above evident in the poem? What do you believe is the poem's theme? Does this poem translate to contemporary life? How? Support your identified theme with evidence from the text and examples from everyday life.

First they came for the Communists  
And I did not speak out  
Because I was not a Communist

Then they came for the trade  
unionists

And I did not speak out

Because I was not a trade unionist

Then they came for the Socialists

Then they came for the Jews

And I did not speak out

And I did not speak out

Because I was not a Socialist

Because I was not a Jew

Then they came for me

And there was no one left

To speak out for me.

5. Did Anne die in vain? Anne still believes that there is good in everyone. What has happened in her life to support this idea? Do you believe that she still held onto this idea as she was brought into the concentration camps? Why or why not?

Name:

Date:

Anne realizes that her diary might be a tool and an inspiration for others and she decides that she wants to name it "The Secret Annex" to show the main setting of the observations she includes. But once she begins to think of her diary as something more than just her confidant, do things change?

When a tree falls in the forest and no one is around to hear it, does it make a sound? The objective of this section is to address the question of whether Anne's writing would have been the same had she never thought about the possibility of an audience.

3. From May 20th, 1944 on, Anne wrote her diary for the purpose of publication. Do you notice any changes in the way Anne writes? How might the audience influence the way an author writes?

4. Do you respect Anne more or less based on her desire to have the diary published? Does Anne seem to be an inspiration because of this wish to share her observations? What do you think are Anne's true intentions?

5. Did Anne die in vain? Anne still believes that there is good in everyone. What has happened in her life to support this idea? Do you believe that she still held onto this idea as she was brought into the concentration camps? Why or why not?

Name:

Date:

## The Diary of a Young Girl

### Part 2 Continued

**Directions:** Complete each of the required readings prior to answering the comprehension questions. Then move on to the connection questions in order to find parallels between your life and Annes.

### **Comprehension Questions**

#### **June 13, 1943**

1. What emotions does Anne express in her poem to her father?
2. In what ways does the poem reflect Anne's developing writing style and emotional intelligence?

#### **June 15, 1943**

1. What terrible news does Anne provide about Mr. Voskuijl? How does this impact the residents of the Annex?
2. What are the residents being asked to turn over to the authorities? Why? How do the people in the Annex get around this requirement?

#### **July 11, 1943**

1. What is Anne mainly focused on in the opening to this entry?

2. What health concern emerges for Anne? Why is this a problem given their circumstances?

#### **August 3, 1943**

1. What advantages and disadvantages are presented by having a cat in the Annex?
2. Describe the residents' evening routine in the Annex.

#### **September 16, 1943**

1. Why is Anne taking Valerian? What does she say would be more effective?

Name:

Date:

### October 29, 1943

1. What item belonging to Mrs. van Daan was sold? Why?
2. What does Anne mean when she says she feels like “a songbird whose wings have been ripped off”?
3. What examples does Anne give that show her determination to remain strong?

### November 8, 1943

1. What does Anne dream about in this entry? How are these dreams symbolic?

### November 11, 1943

1. What happens to Anne’s fountain pen?
2. How might the story of her fountain pen function symbolically for Anne?

### December 22, 1943 - December 24, 1943

1. How does Anne describe the emotional contrast between celebration and reality?
2. What does the holiday experience reveal about the Annex community’s efforts to maintain normalcy and tradition?

## Connection Questions

### Part 1:

Read Otto Frank’s poem to Anne below. This was a birthday gift from her father on her 14th birthday, celebrated in hiding. It is recommended to read any poem more than once. Once you are finished reading, answer the corresponding questions.

*Though youngest here, you are no longer small,  
But life is very hard, since one and all  
Aspire to be your teacher, thus and thus:  
“We have experience, take a tip from us.”  
“We know because we did it long ago.”  
“Elders are always better, you must know.”  
At least that’s been the rule since life began:  
Our personal faults are much too small to scan,  
This makes it easier to criticize  
The faults of others, which seem double size.  
Please bear with us, your parents, for we try  
To judge you fairly and with sympathy.*

*Correction sometimes take against your will,  
Though it’s like swallowing a bitter pill,  
Which must be done if we’re to keep the peace,  
While time goes by till all this suffering cease.  
You read and study nearly all the day,  
Who might have lived in such a different way.  
You’re never boring and bring us all fresh air.  
Your only moan is this: “What can I wear?  
I have no knickers, all my clothes are small,  
My vest might be a loincloth, that is all!  
To put on shoes would mean to cut off toes,  
Oh dear, I’m worried by so many woes!*

Name:

Date:

1. What would you say is the central idea of this poem?

2. What commentary about criticism is Otto explaining? Why does he say it is easier to criticize others?

3. According to the poem, what is Anne's only complaint? Do you believe this complaint is literal or is it representative of something much larger?

## Part 2:

Elie Wiesel was a Romanian-born American writer, professor, political activist, and Holocaust survivor. He authored 57 books, written mostly in French and English, including *Night*, a work based on his experiences as a Jewish prisoner in Auschwitz and Buchenwald concentration camps. The following is an excerpt from his work titled *The Voice and Vision of Elie Wiesel*.

*The teachers in the ghetto were my heroes, but they had problems in explaining simple words to their young pupils. How do you describe to a child in the ghetto who has no bread what it is to have cake? Or fruit? Or sugar? "What does an apple look like?" a child asks a father. Another wants to know, "What does happiness mean? Are there happy Jews in the world? Have there ever been?" And a third child inquires, "You told us that people are good at heart. Are they?" And a five-year-old girl asks, "Am I going to die? Have I lived enough?"*

*We read stories by and about teachers in the ghettos and are filled with admiration for their devotion, sacrifice, and courage. We can never know what they endured, what they knew. We will never know what their teaching meant to them and to their pupils, what it mean to teach children history, literature, fairy tales, geography, Bible and Talmud, and morality, knowing all the while that one month later, one week later, one day later, one hour later, they would be gone. That was part of the uniqueness of the experience. One hour before being led to the altar, children learned about the immortality of the Jewish spirit and about the invincibility of the human mind.*

*After the event, we tried to teach, we felt we had to do something with our knowledge. We had to communicate, to share, but it was not easy. Behind every word we said, a hundred remained unsaid. For every tear, a thousand remained unshed. For every Jewish child we saw, a hundred remained unseen.*

Name:

Date:

*When we think of the past, we are faced with two options: we can despise the living or we can try to help them. We can either spread misfortune or curtail it. We can either join the madness, the criminal madness, or fight it with another madness, a humane madness. We possess a strange truth that can either destroy or prevent destruction. How do we do it? As Albert Camus used to say, for modern man there are two options: one can be either a smiling pessimist or a weeping optimist. We study and we are both.*

1. Make an attempt at answering the unanswerable questions posed by the children living in the ghetto in the first paragraph.

2. How do we know if we have “lived enough”?

3. If the goal of teaching is to prepare young people for successful lives as adults, what then is the purpose of teaching if there is no certainty that our pupils will see adulthood?

4. Wiesel states that when thinking of the past, we have 2 options: “we can despise the living or we can try to help them”. What do you think he meant by this statement?

5. Albert Camus was a French-Algerian philosopher, author, and journalist. His central belief was that individuals should embrace the absurd condition of human existence. He called his system of beliefs “Absurdism”. What do you believe Camus meant when he said “for modern man there are two options: one can be either a smiling pessimist or a weeping optimist”?

Name:

Date:

[A large empty rectangular box with a black border, intended for writing the answer to the question above.]

Name:

Date:

## The Secret Annex

### Virtual Tour and Scavenger Hunt

*Before you enter Anne Frank's house, take a moment to explore Amsterdam. You can do this by doing a google search for Amsterdam and clicking on the "Maps" tab in Google. Utilize the first 10 minutes of class to explore the city (no more than 5 minutes should be spent on this part of the scavenger hunt).*

Make 3 observations about the city (architecture, geography, topography, etc)?

- 1.
- 2.
- 3.

Now, proceed the following site:

<https://www.annefrank.org/en/anne-frank/secret-annex/>

*Before you step inside The Secret Annex, reflect on Anne Frank's reality. Imagine if these same circumstances impacted your life. Consider the changes to your daily life and what steps you would take to keep from getting caught by the Nazi forces.*

**Now, let's start your tour!**

1. Click "Step Inside"
2. Click "Explore This Room"
3. There are 2 different icons on the bookcase. The icon with the open door takes you into the next room and the icon with the play button (sideways triangle) opens up information on the bookcase that includes a video.
4. Click the play button on the bookcase, read the short article and watch the video. After the video, click the "X" in the top right corner to return to the bookcase.
5. Click the icon featuring the open door.
6. You should not be in the landing which features a door to your left and a staircase to your right.
7. Go through the door on the left into Otto, Edith, and Margot Frank's room.

Name:

Date:

### **Margot, Edit, and Otto Frank's Room**

*Use your mouse and cursor to look around the room. Consider its size. Imagine living here for 2 years with multiple families. Click on each icon in the room (those with lines feature articles and those with the triangle offer a video).*

1. Directly in front of you is a table. On the table is a book (with an icon featuring 3 horizontal lines) next to a pen and paper (featuring an icon with a play symbol). Click on the pen and paper and watch the video.
  - a. At what time did the annex have to be completely silent?
  - b. Name 2 of the subjects/topics that Anne and her sister studied while hiding in the annex.
    - i.
    - ii.
  - c. How did the people hiding in the annex get the latest news?
  - d. What was the name of the woman who helped the families in hiding?
  - e. After the workers went home, and the people in hiding could begin moving about the building again, what were Herman and Peter van Pels jobs?
2. When the video is finished, close the video by clicking the X at the top right corner. Now click on the book with the icon featuring 3 horizontal lines.
  - a. Who was Otto Frank's favorite author?
3. Close this article by clicking the X at the top right corner. Use your mouse to drag the screen to the left. Find the shelf above the bed and click on the icon featuring the 3 horizontal lines.
  - a. What topic did Edith and Otto Frank disagree on?
4. Close this article by clicking the X at the top right corner. Continue to drag the screen to the left until you see 2 additional icons featuring 3 horizontal lines on the wall. As you drag, notice the size of this room that was shared by 3 people. Click the icon attached to the map on the wall.
  - a. What news did the people in hiding receive on June 6, 1944?
5. Close this article by clicking the X at the top right corner. Click on the icon showing an open door on the left wall of this room. You have now entered the room of Anne Frank and Fritz Pfeffer.

Name:

Date:

### **The Room of Anne and Fritz Pfeffer**

*Anne shared a room with a man her father's age named Fritz. This obviously caused a great deal of tension.*

1. On the desk in front of you is a diary. Click the icon featuring the play button.
  - a. For what reason did Anne receive her diary?
  - b. To whom did Anne address her diary entries?
  - c. What made Anne decide to edit her diary so that it could be published as a book after the war?
  - d. Who found Anne's diary?
  - e. When was Anne's diary published?
2. Close this video by clicking on the X at the top right corner. Click on the icon featuring the open door in the left corner of the room. You are now in the annex's bathroom.

### **The Bathroom**

1. Click on the video icon above the sink and mirror.
  - a. List 2 of Anne's requirements for beauty.
    - i.
    - ii.
  - b. With whom did Anne fall in love with while hiding in the annex?
2. Close this video. Find the door to the left of the sink and use it to exit out of the first floor. Now it is time to explore the upstairs of the secret annex. Start by clicking the icon featuring 3 horizontal lines in the middle of the staircase.
  - a. What 2 events were affecting the nerves of the people in hiding?
    - i.
    - ii.
  - b. What was Anne's solution for this fear?
3. Close this article and click the door icon at the top of the stairs.

### **The Room of Hermann and Auguste van Pels**

1. Once you enter the room, drag the screen to the right. You will see a small stove with a video icon. Click the icon.
  - a. This video often does not work; however, it explains that the food in the beginning of their time in hiding was still quite good. Unfortunately, it quickly became more difficult to get food of reasonable quality. Based on the events happening in Amsterdam and across Europe, why do you believe this occurred?

Name:

Date:

2. Close this video and find the table in the center of the room. Click on the icon featuring 3 horizontal lines on the board game.
  - a. How old was Peter in 1942?
  - b. What did he receive as presents?
3. Close the article and find the icon on the white door in the far left corner of the room. Click this icon.

### **The Room of Peter van Pels**

1. Start by clicking on the icon on Peter's bed.
  - a. How did Anne describe Peter after their first meeting?
  - b. Who was Anne's first kiss?
  - c. What advice did Otto give Anne regarding her feelings for Peter?
2. Exit the video and click the icon on the ladder present in the middle of Peter's room.

### **The Attic**

1. Find the video icon on the far window in the attic. Click the icon.
  - a. What type of tree could Anne see from the attic?
  - b. Why was the sunshine and the sky so significant for Anne?
  - c. What does Anne suggest that anyone who is frightened, lonely, or unhappy should do? Why?

*At this point you have completed the tour through the Secret Annex. However, there is a whole building to explore (if you have the time). Time permitting, if you have the opportunity, explore the building by clicking on the image of the building in the bottom left corner of your screen.*

*it shall never  
be forgotten...*



it shall never  
be forgotten...

The Diary of Anne

By Hilary Knight

Version: D, Ft, P, H

Charles: G, H, D, P, H

Debra: G, H, D, P, H

Dear Kitty, It's Anne

I'm starting to grow

And I feel ways peevish

I'm doing the best

And I'm living in a

Striving to keep my

But I'm luckier than

Getting sent to a

and I think I've found

With a kid named P

and with Hitler leaving

Living with hope in my

and my new birthday

This diary gives me a

Thank God for our

She provides us with

In a world full of

I'm just wishing for



## The Diary of Anne Frank

By Milena Lopez

**Verses:** D, F#, Bm, A

**Chorus:** Gsus, D, Bm, A (F# instead of Bm 3rd time)

**Outro:** Gsus, D, Bm, A

Dear Kitty, It's Anne

I'm starting to grow up

And I feel ways people don't always understand

I'm doing the best i can

And I'm living in an annex

Striving to keep hope alive like my old man

But I'm luckier than the others

Getting sent to all the camps

and I think I've fallen in love

With a kid named Peter van Daan

and with Hitler taking over

Living with hope is my only choice

and my new birthday gift,

This diary gives me a voice

Thank God for our friend named Miep

She provides us with food and info we need

In a world full of sorrow

I'm just wishing for a new tomorrow

and a normal teenage life, hopefully soon

I've heard on the radio station  
some news that has brought me joy  
Italy's powerful leader  
Has been overthrown  
And that could mean lots of things,  
But the only thought inside my head  
Is maybe soon we'll be free  
And the war will be dead

"In spite of everything  
I still believe that people are really good at heart"  
and now I don't want the Hollywood Bling  
Cause I love to write,  
and I wanna share this diary around

But the Nazis found the annex  
and I'm sent to an Anti-Jew concentration camp  
and I see my school friend Lies  
and my heart breaks when I see pain her eyes  
Why does my religion get me where am?

What should I have done?  
Could I have helped anyone?  
I have no more tears to cry  
and that's the diary of my life.

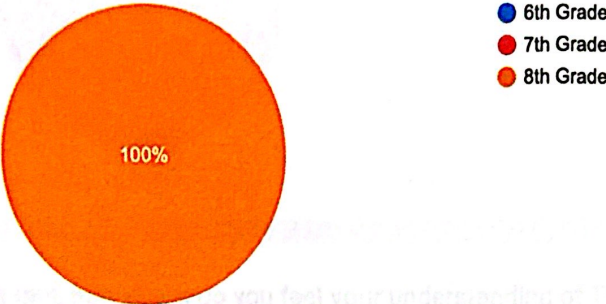
**Holocaust Unit Impact Survey**  
**Dylan Hacker**  
**Stand Up for Justice 2025-2026**

**Section 1: General Reflection**

When did you complete the Holocaust Unit with Mr. Hacker?

[Copy chart](#)

10 responses



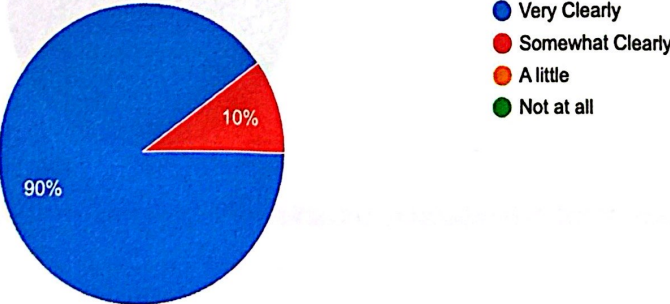
After completing this unit, how do you feel your understanding of the Holocaust improved?

[Copy chart](#)

How clearly do you remember the lesson and discussion surrounding The Holocaust?

[Copy chart](#)

10 responses

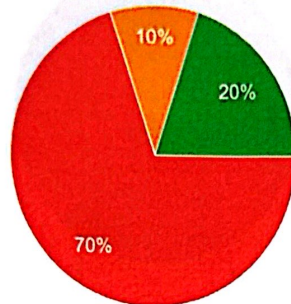


## Understanding and Awareness

Before this unit, how much did you know about The Holocaust?

 Copy chart

10 responses

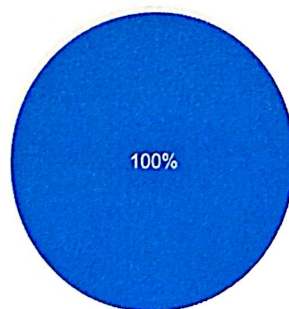



-  A great deal
-  Some
-  Very Little
-  Next to nothing

After completing this unit, how much do you feel your understanding of The Holocaust improved?

 Copy chart

10 responses

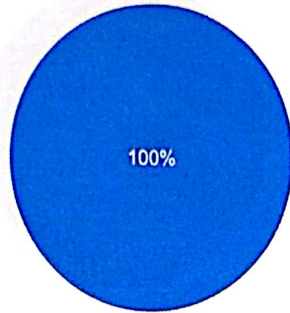


-  Significantly
-  Somewhat
-  A little
-  Not at all

The lessons and discussions helped me understand the human impact of The Holocaust, not just the historical facts.

 Copy chart

10 responses

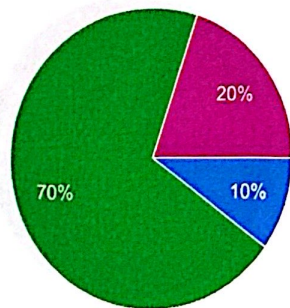


-  Strongly Agree
-  Agree
-  Neutral
-  Disagree
-  Strongly Disagree

Reading *The Diary of a Young Girl* helped me connect emotionally to the experiences of the victims of the Holocaust.

 Copy chart

10 responses

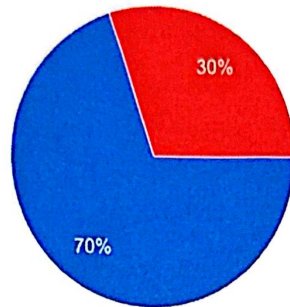


-  Strongly disagree
-  Disagree
-  Neutral
-  Agree
-  Strongly agree

The unit encouraged me to think about the dangers of prejudice, intolerance, and discrimination in today's world.

 Copy chart

10 responses



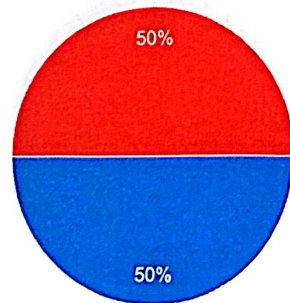
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

### Personal Growth & Perspective

This unit helped me develop greater empathy and respect for others' differences.

 Copy chart

10 responses

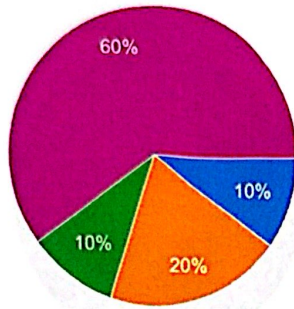


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The classroom environment during this unit made it safe to ask questions and share thoughts respectfully.

[Copy chart](#)

10 responses

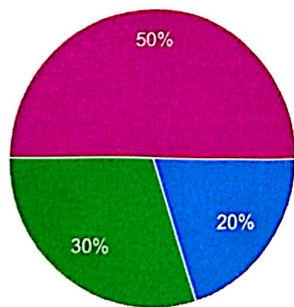


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The activities, discussions, or projects in this unit made history feel relevant and meaningful to me personally.

[Copy chart](#)

10 responses



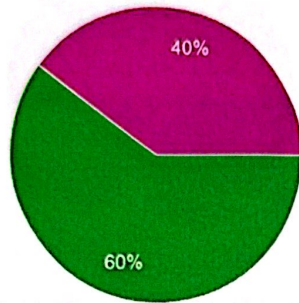
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

## Lasting Impact

I still remember key lessons or emotions from this unit that have stayed with me.

 Copy chart

10 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Which group has most influenced how you view people from different backgrounds, cultures, or religions?


 Copy chart

10 responses

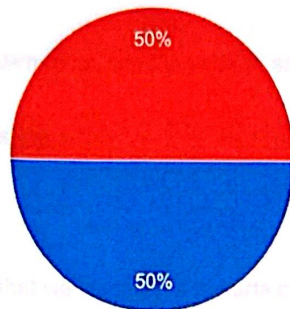


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

This unit made me more aware of the importance of standing up against hate or injustice in my community.

 Copy chart

10 responses

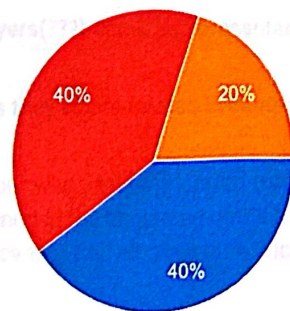


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Would you say this unit influenced how you view people from different backgrounds, cultures, or religions.

 Copy chart

10 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## Open Ended Questions

What do you remember most vividly from our study of The Holocaust?

9 responses

The play that was shown to us, and the book of drawing by young Jewish kids.

Feeling empathy, strongly.

The show

I remember the play that we watched in the arts center. It was very impactful and gave a new perspective and emotion of the people living in this time. As well how unjust the situation was and the importance of remembering this event.

What I remember being most impactful is the horrifying imagery of Nazi Germany. I'll never have the same in person experience as those who lived through the Holocaust but, through the stories of those who have experienced it. I've developed deep compassion and empathy, recognizing a small percent of what they had to go through.

Taking a field trip to the Holocaust Exhibit in town.

When the naples players(???) came and presented the story about the man from marco island.

The train cart and his they where treated in camps

I specifically remember when we first started reading Anne Franks diary- the sudden drastic changes and the shifts that happened in the beginning of the book. I also remembered the play we got to see, a well acted out performance that had all of us (specifically me) in tears.

**How did this unit affect your understanding of prejudice, intolerance, or the importance of compassion?**

9 responses

the unit showed me that prejudice is something that happens every day and will never be gone for good, but what I can do is to do my best to stop prejudice when I see it.

Showed me sticking up for each other WITH each other can make a difference.

Showed me more mindful of my thoughts

This unit gave me a new understanding of how people may say that this will never happen again, yet somehow it does, and we as people need to be aware of that.

I view people more holistically now. I don't make as many preconceived notions and recognize that other people come from backgrounds that I couldn't imagine. I view people as individuals, realizing that in each collective group, every person is different and unique.

It made it much more clear and helped me gain a better level of understanding.

It taught me that if you let the little things go and don't stick up for the, when the bigger things happen it's harder to fight back.

Very much

It profoundly shaped my understanding of not only the holocaust, but other historical events that have happened as well. It allowed me to better understand and look deeper into the events that occurred. Compassion is a key element- while not always shown, it's always important.

Is there anything you would suggest to improve the unit or make it even more impactful for future students?

9 responses

No

The only thing I would say is not skip so many parts of the diary. But this unit had a inexplicable impact on me!

The holocaust museum didn't help me learn. It helped picture things but the people that worked there yap and lost me 1 min into their conversation.

No I think it was great

I think it was very powerfull and maybe recommend reading more chapters of the book.

Not really, I believe that Mr. Hacker puts his full effort into creating and teaching lessons. Every activity has a reason and I never felt lacking or seeking more topics that we didn't cover in class.

I think everything that we did was very impactful. I think maybe doing the play sooner if possible though.

More student interactivity relating things they understand to it in comparison

More student interactivity relating things they understand to it in comparison

I really enjoyed this unit in 8th Grade English- we dove into each perspective thoroughly, and everything we did I think made an impact!